DOCUMENT RESUME

ED 440 115 TM 030 718

AUTHOR	Mitchell, Stephanie; King, Fredrick; Anderson, Gena
TITLE	CIM Academy Summer School: A Report of the Evaluation of the 1999 Summer School.
INSTITUTION	Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE	1999-00-00
NOTE	69p.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; *Achievement Gains; *Elementary School Students; Intermediate Grades; *Junior High School Students; Junior High Schools; Program Evaluation
IDENTIFIERS	*Certificate of Initial Mastery; *Portland School District OR

ABSTRACT

Students in the Portland, Oregon, public schools who achieve the state standards for grade 10 receive a Certificate of Initial Mastery (CIM) to document their achievement. Students who do not meet the standards may continue to be tested throughout their high school years, but they may receive a diploma without achieving a CIM. To offer additional support to students in grades 5 through 8 who were not meeting the state standards, the Portland Public Schools established a CIM Academy summer school. The 6-week summer program, conducted at nine sites, offered a focused instructional program that used small class sizes and a high-interest, hands-on curriculum. A total of 1,375 students attended the summer program in 1999. CIM Academy students in all grades made gains in inferential comprehension as measured by the school district's multiple-choice reading assessments. Students in grades 6, 7, and 8 also made gains in the literal comprehension scale of these tests. Students in grades 5, 6, and 8 made gains in mathematics achievement as measured by the district and state assessments. Approximately 40% of student writing samples from the Academy and 43% of mathematics work met or exceeded state standards. Recommendations for the continuation and improvement of the CIM Academy include more emphasis on fifth graders' transition to middle school and locate a stable source of funding for the program. Six appendixes contain the Academy registration form and "Goal Map," the interview protocol, the Director's report, and summaries of student achievement for reading and mathematics. (Contains 3 tables and 13 figures.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 440 115

CIM Academy Summer School

A Report of the Evaluation of the 1999 Summer School

Prepared by
Stephanie Mitchell, Fredrick King and Gena Anderson

Research, Evaluation & Assessment
December 1999

TM030718

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Fredrick King
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

I. INTRODUCTION 1

II. EVALUATION METHODOLOGY 5

III. RESULTS 6

Student Demographics 6

Student Attendance 8

Student Achievement 8

Student Work Samples 14

Interviews with CIM Academy Staff 17

IV. DISCUSSION 19

Program Goals 19

Long-Range Planning 20

Student Population and Instructional Grouping 20

V. CONCLUSION AND RECOMMENDATIONS 21

Program Planning 22

Teacher Preparation 22

Program Delivery 22

APPENDIX A: CIM Academy Registration Form

APPENDIX B: CIM Academy: Goal Map for the Journey to Success

APPENDIX C: Interview Protocol

APPENDIX D: Summer School Directors' Report

APPENDIX E: Summary of Student Achievement in Reading and Mathematics Goals by Grade Level

APPENDIX F: Summary of Student Achievement by Mathematics Goal Area

ACKNOWLEDGEMENTS

This report covers the evaluation of the Portland Public Schools' CIM Academy Summer School which took place in June–August 1999.

The report was prepared by the Portland Public Schools Department of Research, Evaluation & Assessment with grateful appreciation to the following Portland Public Schools CIM Academy staff for their assistance:

Betty Campbell, Coordinator, CIM Academy

Brian Quinn, Coordinator, CIM Academy

Judy Sanford, CIM Academy Support Staff

Chet Edwards, Coordinator, Alternative School Program

Andy Clark, Mathematics Curriculum Specialist

Deanne Froehlich, Principal, Binnsmead Summer School

David Allen, Principal, Center for Self-Enhancement Summer School

Joseph Galati, Principal, Gray Summer School

Tou Meksavanh, Principal, Gregory Heights Summer School

Jackie Bidney, Principal, Kellogg Summer School

Namita Nag, Principal, Lane Summer School

Tamara Barron, Principal, Ockley Green Summer School

Victor Curtis, Principal, Portsmouth Summer School

Pam Sesar, Principal, Whitaker Summer School

Judith Perry & Tony Richardson, Head Teachers, Binnsmead and Lane Summer School

Ken Reiner & Anne Ryan, Head Teachers, Gray and Kellogg Summer School

Victoria Lewis, Head Teacher, Gregory Heights Summer School

Karen LaMorticella & Mina Uhl, Head Teachers, Ockley Green and Portsmouth Summer School

Kate Ferril & Marilyn Moss, Head Teachers, Whitaker Summer School

and all the dedicated teachers, parents, and students who took part in the CIM Academy

Evaluation of the 1999 CIM Academy Summer School

EXECUTIVE SUMMARY

Portland Public Schools provided a CIM Academy summer school to offer additional support to students in grades five through eight who were not meeting the State standards in reading and mathematics. The six-week CIM Academy was conducted at nine sites during summer 1999. Students in the CIM Academy participated in a focused instructional program that used small class sizes to provide closer interaction with teachers and a high-interest, hands-on curriculum. Developers designed the instructional program to increase student achievement in reading (literal and inferential comprehension) and mathematics as measured by State and District assessments. It was also designed to give students an opportunity to complete work samples that are required as part of Oregon's Statewide Assessment Program. The City of Portland gave the school district a grant that freed up money in the general fund for the 1999 CIM Academy summer school. In addition, federal Title I and Title VI funds were used for this program.

The CIM Academy staff included certified teachers from Portland Public Schools, other school districts and parochial schools. The business community provided incentives for recruiting teachers and for encouraging student attendance. A total of 1,375 students attended the 29-day summer school program. The average student attendance rate at the CIM Academy was 86 percent.

CIM Academy students in all grades made gains in inferential comprehension as measured by the District's multiple-choice reading assessment tests. Students in grades six, seven and eight also made gains in the literal comprehension scale of these tests. Students in fifth, sixth and eighth grade made gains in mathematics achievement as measured by District tests and the Oregon Statewide Assessment. Overall, the achievement gains were large enough to be considered educationally significant for the following groups:

- Sixth and seventh grade students in literal comprehension
- Sixth, seventh, and eighth grade students in inferential comprehension
- Sixth and eighth grade students in mathematics

Students in grades five through eight produced 999 writing work samples and 899 mathematics work samples. Approximately 40 percent of the writing work samples and 43 percent of the math work samples met or exceeded State standards. The other work samples

were forwarded to the students' fall 1999 school with the expectation that they will be revised to meet standards.

Recommendations made in the evaluation of the CIM Academy summer school include:

- Start publicizing the summer program earlier so that more students can benefit from it.
- Establish criteria for selecting students to be included in the program.
- Devote more time to planning future summer programs.
- Provide head teachers and other staff additional class preparation time.
- Provide a program that addresses the unique needs of fifth grade students as they make the transition from elementary to middle school.
- Implement the program more uniformly across sites.
- Locate a stable source of funding for the program.

December 1999

Evaluation of the 1999 CIM Academy Summer School

I. Introduction

May your children live in a time of change. So reads an ancient Chinese proverb. In the past decade, the Oregon Education Act for the 21st Century has been a major vehicle for educational reform in the State. It has fostered changes of every kind and magnitude within the educational community. Children are experiencing a time of change, as are parents, teachers, administrators, and others concerned with the teaching and learning process. This comprehensive State reform movement has introduced a system of standards-based education that holds schools and students accountable for meeting higher academic standards.

The key elements of the education reform are challenging content and performance standards, and State assessments that measure student progress toward meeting the standards. One milestone for students along the road to achieving the standards is the Certificate of Initial Mastery or CIM. To achieve the CIM certificate, students are required to demonstrate what they know and can do through a series of assignments and assessments. Students are assessed with multiple-choice tests in reading and mathematics, performance assessments in writing and math problem solving, and classroom work samples in writing, speaking, and mathematics. To check their progress toward meeting the standards, Portland Public Schools (PPS) students take State tests in grades 3, 5, 8 and 10, and District tests in grades 4, 6 and 7. Students who achieve the State standards for grade 10 receive a Certificate of Initial Mastery to document their achievement. If students do not achieve the standards at grade 10, they may continue to be re-tested through the rest of their high school career. Students may receive a diploma, however, without achieving a CIM.

During 1998–99, District concerns that many students in grades five and eight were not yet meeting the State performance standards led to efforts to provide additional supports for students. In summer 1999, the District established a CIM Academy summer school program as part of its commitment to improve student performance and help all youth meet the new standards. The CIM Academy was designed to help fifth and eighth grade students by giving them more time and opportunity to master academic material and to produce work samples.

In addition to federal Title I and Title VI funds, Portland Public Schools received a grant from the City of Portland, which freed up money in the District's general fund for the 1999 CIM Academy summer school. This report describes the implementation and evaluation of the CIM Academy at nine sites during the six-week summer session. The findings of this

program evaluation can help guide decision-making by District educators and funding agents as they plan future summer school programs.

Program Description

PLANNING. The purpose of the CIM Academy summer school was to improve student learning. It did so by giving students opportunities to produce work samples and providing additional instruction to students who had scored below the performance standards on State and District multiple-choice assessments. Planning for the summer school began in late February as the school district identified fifth and eighth graders who were below the benchmarks based on the previous year's tests. In May, District staff sent letters with information about the summer program to the parents of these students. By mid-June, only 750 students had registered for the CIM Academy summer school. With the program scheduled to begin on June 21, enrollment was expanded to include sixth and seventh graders. An article about summer school in the June 12th *Oregonian* newspaper led to more requests for enrollment in the program. Betty Campbell, the program's director, noted that she received over 200 calls per week regarding the program after the article appeared. The registration deadline was extended to serve more students and families. Appendix A is the CIM Academy registration form. Parents paid $15 per family for their children to attend summer school. A school principal or a counselor could waive the program fee. The PPS Alternative Education Program provided budget management support and technical assistance for the summer school program.

Planning for the CIM Academy summer school was guided by a philosophy of education that focused on students' needs. Staff aimed to create an atmosphere in which the students felt valued and where their emotional needs would be met. One of the ways they did this was by maintaining a 1:15 teacher-student ratio. Brian Quinn, who directed the day-to-day operation of the summer school program, felt that the smaller class size offered in summer school was a key aspect of the program. The small classes were especially important for students who experience difficulty in regular classrooms. These students may not receive needed individualized instruction and often fall behind their classmates. Small class settings, with more opportunities for students to interact one-on-one with teachers, make it more likely that struggling students will succeed.

The goals of the CIM Academy were to improve student reading and math test scores by two RIT points[1], and to have all students complete two writing work samples and one mathematics work sample that meet State standards.

[1] RIT, which stands for Rasch Unit, is the name given to the measurement scale used in both Oregon and PPS tests.

CURRICULUM. The summer school curriculum was designed to be a hands-on learning experience of high interest to students. Andy Clark, Math Curriculum Specialist, coordinated the design of the mathematics curriculum with lead teachers Tom Swanson, Dave Damcke, Barbara MacArthur, Vicki Rooks, and Rose Palmer. Literacy Curriculum Specialists, including Cherie McGrew, Marsha Laviolette and Melissa Dragich, designed the Language Arts curriculum.

The mathematics curriculum developers initially planned to focus on two math goals—number computation/calculation and algebraic relationships. Over the first weeks of the CIM Academy, these strands were expanded by the head teachers to cover all of the State mathematics goals based on the needs of students. The curriculum also included practice in communicating and problem solving to provide students with opportunities to create math work samples. The math teachers attempted to develop materials that would approach these topics in a way that would be new for students. Several teaching strategies were used, including drills, use of manipulative materials to build conceptual understanding, individual work and group projects. Mathematics instruction units were based on the Math in Context program.

The reading and language arts curriculum team chose materials that were recommended by the national Consortium on Reading Excellence program. The language arts curriculum focused on two reading goals: inferential comprehension and literal comprehension. The reading specialists and teachers selected texts that were of high interest for students and created lesson plans with participatory activities that emphasized group learning. Lesson plans for each day were provided to the teachers. Students at the CIM Academy focused on two types of writing samples, persuasive and expository. Student learning was structured around projects. For example, the students participated in an activity called the Class Directory in which students interviewed each other in a structured process and later wrote reports based on these interviews. This activity helped the students get acquainted with each other and develop a work sample at the same time.

The curriculum also considered students' affective needs, using activities from the Tribes Learning Community. Tribes is a democratic group process designed to develop a positive environment through cooperative learning and team building activities. Brian Quinn, the program coordinator, recalled, "we encouraged the staff and kids to make summer school fun."

TEACHERS. District-wide bulletins advertised teaching positions in the CIM Academy. However, a late start and relatively low compensation initially made it difficult to recruit enough Portland teachers for the program. For this reason, teachers were recruited from other

school districts and parochial schools. In addition, several beginning certified teachers taught in the program.

Portland Public Schools Instructional Specialists trained the program's head teachers, who, in turn, trained the summer school teachers. Specific, scripted lessons were developed to support the teachers, some of whom were relatively inexperienced. Two days of training were provided for teachers on the curriculum, lesson plans, and scoring work samples.

OPERATION OF THE PROGRAM. The CIM Academy operated for six weeks, from June 28 to August 6, 1999. A parallel program at Self Enhancement, Inc., (SEI) operated from July 6 to August 11. Program staff attempted to locate sites throughout Portland, especially in geographic areas known to have high concentrations of students who were not meeting the State benchmarks. The summer program operated for three hours each day, five days a week, for a total of 29 half-day sessions. Each day, all students attended two 90-minute classes—one for language arts and one for mathematics. Fifth and sixth grade students were grouped together for instruction, as were seventh and eighth grade students.[2] Report cards sent to parents of summer school students reported on progress in completing work samples, but included no grades.

In summer 1999, the CIM Academy operated at nine sites: Binnsmead, Gray, Gregory Heights, Kellogg, Lane, Ockley Green, Portsmouth, Whitaker and SEI. Family goal-setting conferences held the week before summer school began gave parents, other caregivers and students an opportunity to meet teachers and provide input on the direction of the program. Students and their families were provided a menu of goals from which to choose to focus their summer school experience (see Appendix B). In conference with teachers, the students and their families set specific goals for attendance, behavior, creating work samples, and doing homework. The strict attendance and behavior policy was explained to students and parents. The policy stated that students with two unexcused absences would be dropped from the program.

In addition to the eight school sites, the CIM Academy offered a summer school at Self Enhancement, Inc. SEI has operated a summer school program since 1989. The SEI program had some variations from the other sites in terms of the length of the program, the manner in which students were grouped for instruction, the use of head teachers, the student incentives, the use of coaches, and the goals emphasized in the program. The SEI session was a

---

[2] English as a Second Language (ESL) students at language levels three and four took part in the CIM Academy. The ESL Department conducted separate classes for ESL level one and two students.

full day program offering academics in the morning and life skills and recreation activities in the afternoon. The SEI program operated for 27 days, compared to 29 days at the school sites. The goal-setting conferences with parents were not used at SEI. Fifth and sixth graders were grouped together for instruction, but seventh and eighth grade SEI students were instructed in grade level groups. Two head teachers provided training for SEI staff. While head teachers were also available to model lessons for teachers at the school sites, they were not used at SEI. Students at SEI had financial incentives for participation in the program; students with at least 90% attendance received a $75 stipend. Coaches were used to encourage regular attendance and appropriate behavior. The SEI staff focused on the CIM goals as well as their own structured behavioral standards.

INCENTIVES. Neil Goldschmidt, Inc. coordinated donations of incentives from the business community for both students and teachers in the CIM Academy. The incentives for teachers included certificates for weekends at the Governor Hotel, arts and lecture series tickets, concert tickets, soccer tickets, Blazer tickets, and Ashland arts festival tickets. These incentives were helpful in efforts to recruit teachers. Student incentives included pencils, books, t-shirts, Blazer jerseys, and McDonald's and Fred Meyer's certificates. These incentives led to high student attendance, since attendance was required for eligibility to receive the incentive awards.

II. Evaluation Methodology

The Portland Public Schools Research, Evaluation & Assessment Department, in collaboration with the director of the CIM Academy, designed the program evaluation and collected both the qualitative and quantitative data for this report. The evaluation report includes information on the following aspects of the program:

- Student attendance in the summer program
- Student achievement in reading and mathematics on multiple-choice tests
- Student work samples in writing and mathematics completed in the program
- Observations made by program staff during structured interviews

The attendance data describes the number of students enrolled in the summer program, their grade levels, and the schools they attended. Demographic characteristics of the student population, such as gender and ethnicity, are also presented. The data on work samples analyzes the number and type of work samples completed by students and the number of students who produced one, two and three work samples. Writing and math work sample data are also analyzed by grade level and rating on the State scoring guides.

Students took multiple-choice tests in reading and mathematics during the last week of summer school. Students in all grades took a 30-item reading test similar to the Portland Achievement Levels Test (PALT). This test focused on inferential comprehension and literal comprehension, with a few questions related to other reading goals. The math assessment for students in grades five and eight was a 30-item portion of the Oregon Statewide Assessment (OSA) that covered all math goals. Students in grades six and seven took the Portland Achievement Levels Test (PALT) in math, which also covered all goals.

Qualitative data were collected in a focus group with eight of the head teachers, and through seven personal interviews with key participants in the summer school:

- Betty Campbell, Coordinator of the CIM Academy
- Brian Quinn, Coordinator of the CIM Academy
- Andy Clark, Mathematics Curriculum Specialist
- Melissa Dragich, Special Education Instructional Specialist
- Karen LaMorticella, Title I Coordinator, Hosford Middle School and CIM Academy Language Arts Head Teacher
- Ann Ryan, CIM Academy Language Arts Head Teacher
- David Allen, Program Coordinator, Self Enhancement, Inc. (SEI)

Each interview took from thirty minutes to one and one-half hours and followed the interview protocol presented in Appendix C. The interviewer asked respondents to describe the goals of the program, planning activities, program operation, the philosophy of the program, and characteristics of the youth served by the program. They were also asked to describe their perceptions of the strengths and weaknesses of the CIM Academy program, key issues faced by the program, changes they observed in students during the program, and recommendations for improving the program in the future.

III. Results

Student Demographics

At its peak, 1,375 students took part in the CIM Academy to a greater or lesser degree. Of this group, 265 students were excluded from the data analyses in this report because they attended summer school for fewer than ten days, were enrolled in other school districts either in the Portland area or further afield (and so had no pretest scores), or dropped out of the CIM Academy summer school before posttesting occurred. This report analyzes data for the remaining 1,110 students who were enrolled in Portland Public Schools during the past year and had valid spring and summer 1999 test scores.

Enrollment at the nine summer school sites ranged from 84 to 171 students. Over a third of the students were fifth graders (n=405), with fewer middle school students—sixth graders (n=184), seventh graders (n=230), and eighth graders (n=291).

Table 1 compares the gender of the CIM Academy students with District students in grades five through eight who did not meet the State standards in spring 1999. Consistent with the larger number of males in the District who were not yet meeting the State reading standards, a greater number of males than females participated in the CIM Academy at each grade level.

Table 1

Gender of CIM Academy Students and District Comparison Students

	CIM Academy Students				District Students Not Meeting in Math				District Students Not Meeting in Reading			
	Female		Male		Female		Male		Female		Male	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Fifth	182	44.9%	223	55.1%	551	48.1%	594	51.9%	530	45.1%	645	54.9%
Sixth	76	41.3%	108	58.7%	655	50.6%	640	49.4%	547	47.1%	615	52.9%
Seventh	94	40.9%	136	59.1%	771	51.3%	733	48.7%	686	46.0%	804	54.0%
Eighth	123	42.3%	168	57.7%	866	49.8%	874	50.2%	724	45.5%	867	54.5%
Total	**475**	**42.8%**	**635**	**57.2%**	**2843**	**50.0%**	**2841**	**50.0%**	**2487**	**45.9%**	**2931**	**54.1%**

Table 2 compares the ethnicity of the CIM Academy students to the ethnicity of District students in grades five through eight who did not meet the State standards in spring 1999. Compared to District students who were not yet meeting the standards, there were more American Indians and African Americans in the CIM Academy. Ethnic groups who were underrepresented in the CIM Academy were European Americans, Hispanic Americans, and Asian Americans.

Table 2

Ethnicity of CIM Academy Students and District Comparison Students

	CIM Academy Students		District Students Not Meeting in Math		District Students Not Meeting in Reading	
	N	Percent	N	Percent	N	Percent
American Indian	41	3.7%	157	2.8%	147	2.9%
European American/White	514	46.3%	2,942	51.8%	2,690	52.6%
African American/Black	377	34.0%	1,496	26.3%	1,130	22.1%
Asian American	97	8.7%	500	8.8%	588	11.5%
Hispanic American/Latino	81	7.3%	589	10.4%	555	10.9%
Total	**1,110**	**100.0%**	**5,684**	**100.0%**	**5,110**	**100.0%**

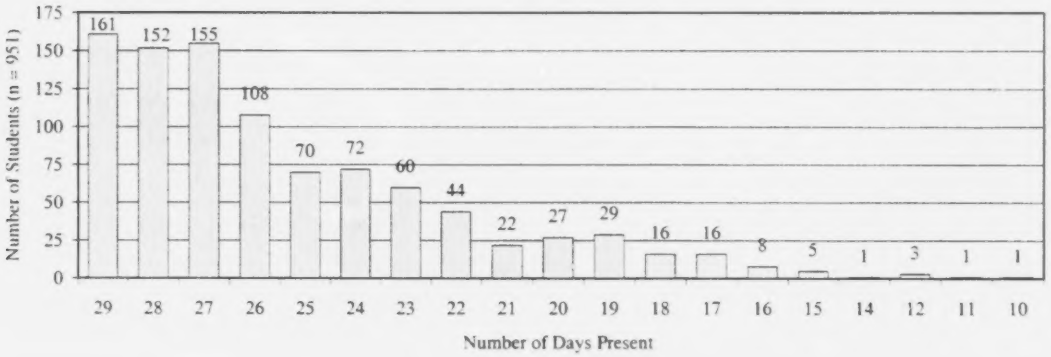
Student Attendance

The CIM Academy operated a total of 29 days at the eight PPS school-based sites and 27 days at the SEI site during summer 1999. Overall, students attended summer school an average of 25 days. Attendance rates varied only slightly by grade level. Fifth, sixth, and seventh graders had the highest attendance levels at 88–89%, while the average attendance for eighth grade students was slightly lower at 85%. Attendance rates at the individual schools varied more widely, ranging from 82% to 92%.

Figure 1 is a frequency distribution of the number of students attending the CIM Academy by the number of days present-at summer school. Of the 1,110 students described in this report, attendance data is available for 951 students; there are 159 students spread throughout the sites for whom no attendance data was reported. The figure illustrates the difficulty of using the mean number of days present (25) to accurately describe attendance patterns. Although attendance levels varied widely among individuals, a large number of students attended most of the classes and only a few youth had low attendance.

Figure 1

Frequency of Attendance by Students at CIM Academy, 1999



Note: No attendance data are available for 159 summer school students.

Student Achievement

The aim of the CIM Academy was to improve student achievement as measured by an increase in the number of students who meet State and District performance standards. Assessments were selected to align with the summer school instructional program. The evaluation used pre- and posttests of students' reading and math achievement to explore the impact of the summer school program. This report includes only students with valid spring 1999 and summer 1999 test scores.

During the summer, the evaluators met with the CIM Academy coordinator and head teachers to identify the reading goals taught in summer school. Two reading goals were identified as the focus of summer instruction and assessment—literal comprehension and inferential comprehension. Evaluators used a variation of the Portland Achievement Levels Test that emphasized those two goals to investigate the effect of summer school instruction on student achievement in reading. Students who were in fifth and eighth grade in spring 1999 had taken the Statewide Assessment tests. Students in sixth and seventh grades had taken the PALT. Although these were different tests, they measure the same goal areas and report scores on the same measurement scale. As a result, it is appropriate to combine results from the two tests in this evaluation.

Figure 2 compares the spring 1999 and summer 1999 mean achievement gain scores in literal comprehension for CIM Academy students by grade level. Middle school students made gains in literal comprehension, but fifth graders did not show gains on this goal. Sixth graders averaged over two RIT points of gain in literal comprehension and seventh graders averaged almost one and a half RIT points. Eighth graders made a slight gain in literal comprehension. These are dramatic gains for sixth and seventh graders over a six-week summer program. For comparison purposes, the District average gain in literal comprehension for the full 1998–99 school year was 7.4 RIT points in grade 5, 3.0 points in grade 6, 4.6 points in grade 7, and 6.2 points in grade 8.

Figure 2

Mean Student Achievement Gains in Reading Literal Comprehension by Grade Level

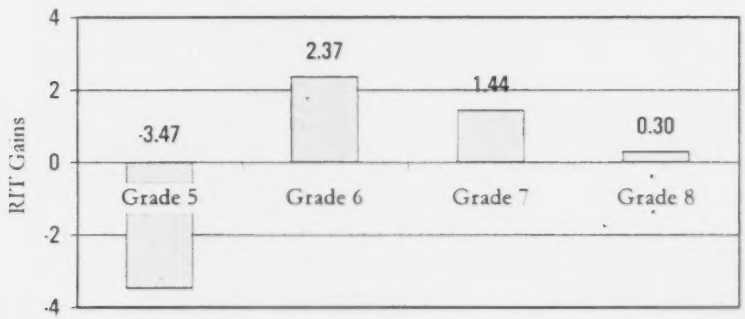


Figure 3 compares the percentage of students who met or exceeded State standards for literal comprehension in reading on the spring 1999 pretest to the percentage of students meeting or exceeding this standard on the posttest given at the end of the 1999 summer school. The percentage of students meeting or exceeding the State standards increased 1.8% for sixth graders and 2.4% for seventh graders, but decreased 9.9% for grade five and 5% for grade eight. Potential explanations for these results appear later in this report.

Figure 3

Percent Meeting or Exceeding State Standards by Grade Level
Reading—Literal Comprehension

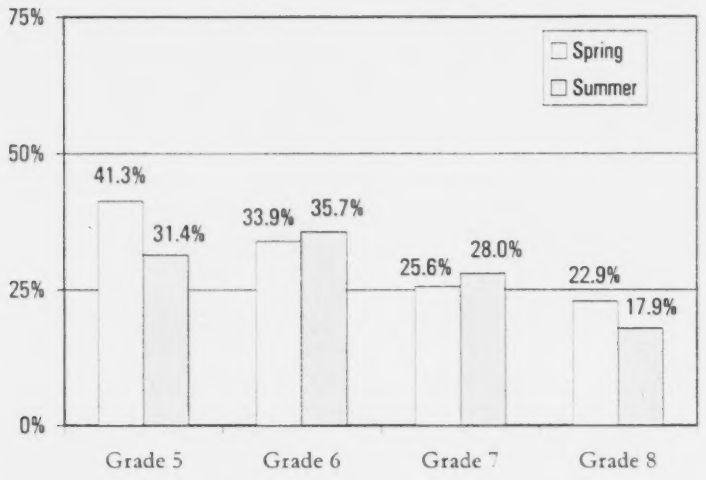


Figure 4 compares the spring 1999 and summer 1999 mean achievement gain scores in inferential comprehension for students enrolled in the CIM Academy by grade level. Students in all grades made gains in this reading goal. Fifth graders averaged only a half point gain in inferential comprehension, but sixth and seventh graders gained an average of three points. Eighth graders gained two and a half RIT points in inferential comprehension. For comparison purposes, the District average gain in inferential comprehension for the full 1998–99 school year was 7.4 points in grade 5, 2.9 points in grade 6, 4.2 points in grade 7, and 5.9 points in grade 8.

Figure 4

Mean Student Achievement in Reading Inferential Comprehension by Grade Level

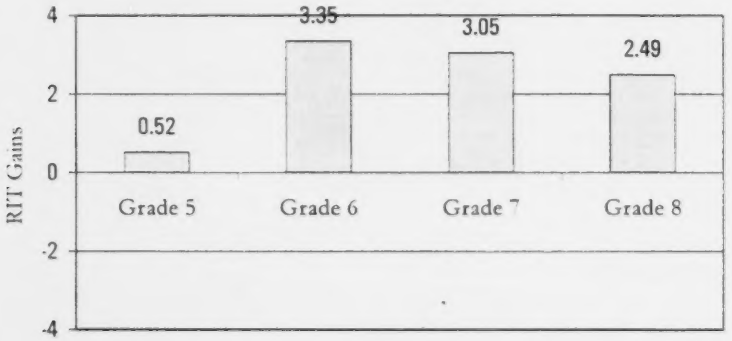
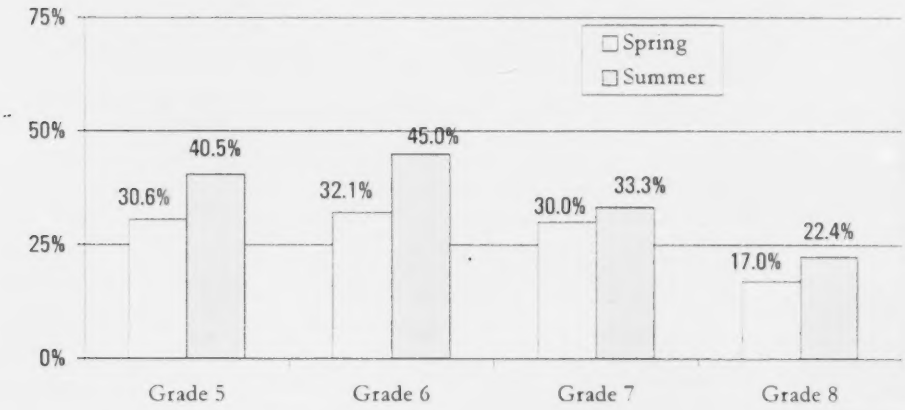


Figure 5 compares the percentage of students who met or exceeded State standards for inferential comprehension in reading on the spring 1999 pretest to the percentage of students who met or exceeded that standard on the posttest given at the end of the 1999 summer school. The percentage of students meeting or exceeding the standards on this scale increased for all grades (fifth grade–9.9%, sixth grade–12.9%, seventh grade–3.3%, and eighth grade–5.4%)

Figure 5

Percent Meeting or Exceeding State Standards by Grade Level
Reading—Inferential Comprehension



The CIM Academy summer school mathematics assessment took two forms — fifth and eighth graders were administered core items from the Oregon Statewide Mathematics Assessment, while sixth and seventh graders took the Portland Achievement Levels Test in math. The evaluators met with the CIM Academy head teachers and coordinator to identify the mathematics goals taught in summer school. The group consensus was that all math goals were being taught in the summer program, so the math assessment asked questions across all five State math goals. Results by the individual math goal areas are included in Appendix E.

Figure 6 compares the spring and summer 1999 mean achievement gains in mathematics for CIM Academy by grade level. Fifth and seventh graders showed negligible change in mathematics scores. Sixth and eighth graders gained two points in math, a substantial rate of gain during the six-week summer program. For comparison, the District average gain in math for the full 1998-99 school year was 7.3 points in grade 5, 6.3 points in grade 6, 7 points in grade 7, and 5.3 points in grade 8.

Figure 6

Mean Student Achievement in Mathematics by Grade Level

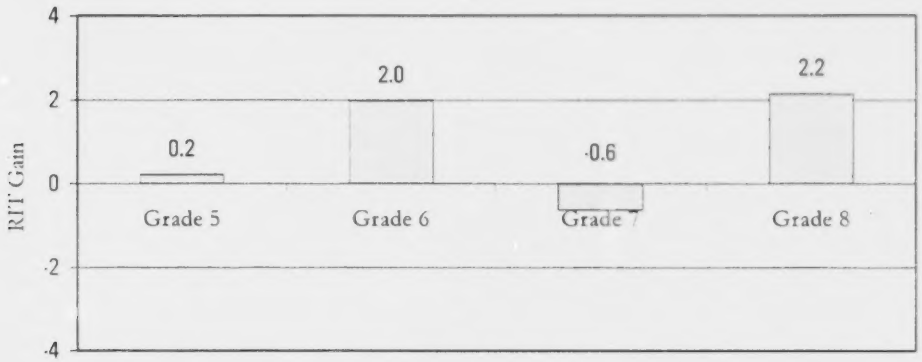


Figure 7 compares the percent of students who met or exceeded State math standards on the spring 1999 pretest to the percent of students who met or exceeded on the summer 1999 posttest. The percent of students meeting or exceeding the math standards increased for fifth (1.2%), sixth (10.6%) and eighth grades (6.1%), and declined for grade seven (4.8%).

Figure 7

Percent Meeting or Exceeding State MATH Standards by Grade Level

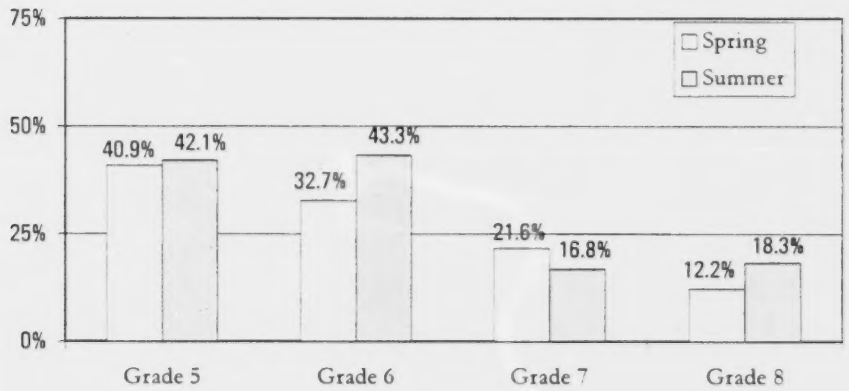


Table 3 displays the statistical significance and effect size of the student achievement gains in reading and mathematics. While many of the increases in RIT gains made by the summer school students are statistically significant, the use of another statistic—effect size—helps to determine the *educational significance* of the gains. Statistical significance is strongly affected by sample size; the larger the sample, the smaller the difference in scores it takes to be statistically

significant. Effect size is not influenced by sample size. In a way, effect size indicates if the difference between the students' pre- and posttests is large enough that educators should care.

Typically, the interpretation of effect size is that if it is less than .20, the difference between the tests is not considered to be educationally significant. If the effect size is between .20 and .40, the difference is considered moderately educationally significant. If the difference is greater than .40, it is considered of substantial educational significance. Several of the summer school effect sizes are greater than .20 and thus are considered moderately educationally significant.[3]

Table 3

Effect Size of Student Achievement Gains in Reading and Mathematics

	Grade 5	Grade 6	Grade 7	Grade 8
READING—Literal Comprehension				
N	331	171	207	201
RIT Gain	–3.47	2.37	1.44	0.30
Significance	<.0001	<.001	.019	NSD
Effect Size	.29[b]	.24[b]	.13[a]	.04[a]
READING—Inferential Comprehension				
N	331	171	207	201
RIT Gain	0.52	3.35	3.05	2.49
Significance	NSD	<.0001	<.0001	<.001
Effect Size	.04[a]	.33[b]	.26[b]	.21[b]
MATHEMATICS—All Goals				
N	321	159	208	213
RIT Gain	0.20	2.00	–0.60	2.20
Significance	NSD	<.0001	NSD	<.0001
Effect Size	.04[a]	.21[b]	.06[a]	.28[b]

Note: Interpretation of effect size: [a] .19 or less is not educationally significant, [b].20–.39 is moderate significance, and [c].40 or greater is substantial significance. NSD indicates no significant difference.

[3] Note that one of the educationally significant changes—fifth grade literal comprehension—was a loss, not a gain.

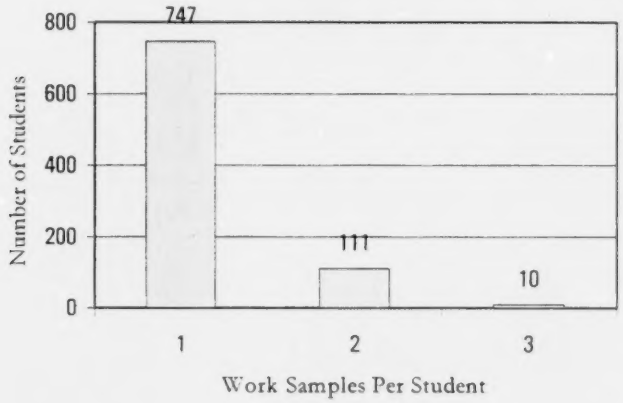
Student Work Samples

One goal of the CIM Academy was to give students an opportunity to prepare writing and mathematics work samples. These work samples are required at grades five and eight as progress checkpoints toward meeting the Certificate of Initial Mastery. Some students who had never produced any work samples because of attendance or behavior problems during the regular school year were able to create their first work samples in the summer program.

Of the 1,110 students in the CIM Academy summer school included in this evaluation, 868 students (or 78.2%) produced a total of 999 writing work samples. Figure 8 indicates the number of students who produced one writing work sample (n=747, 67.3%), two writing samples (n=111, 10%) or three writing work samples (n=10, 1%).

Figure 8

Number of Writing Work Samples Produced Per Student



Of the 999 writing work samples produced by the CIM Academy youth, students in grades five and eight produced 604 of them. The summer school teachers used the State and District anchor papers provided only for grades five and eight to score the work samples. The writing work samples produced by students in grades six and seven were used for practice only. Figure 9 shows the scores for the 604 writing work samples produced by fifth and eighth grade CIM Academy students. Teachers rated the student writing work samples on the six-point scoring guide used to assess State standards. A total of 226 or 37% of the fifth and eighth grade writing work samples met or exceeded State standards. The other work samples were forwarded to the students' fall 1999 school with the expectation that those samples can be revised to meet the standard.

Figure 9

Percent of Writing Work Samples by Benchmark Category, Grades 5 and 8

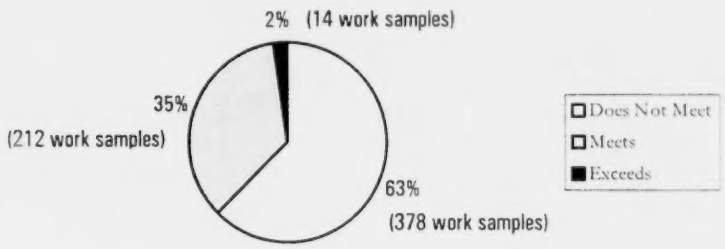
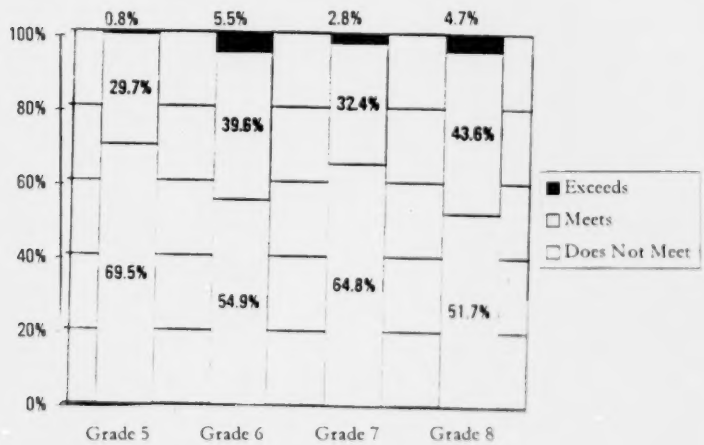


Figure 10 shows the percentage of writing work samples produced in the summer program in grades five through eight by the students' grade level and benchmark category. Eighth grade students produced the highest proportion of writing work samples (48.3%) that met or exceeded State standards. In all four grade levels of the CIM Academy, 38.3% of the writing work samples (383 samples) met or exceeded standards. Remember that, most likely, sixth grade work samples were scored against fifth grade anchor papers, and seventh grade work samples were scored against the eighth grade anchor papers. As a result, the figures shown below—with more sixth grade work samples meeting the standards than fifth grade papers, and fewer seventh grade work samples meeting the standards than eighth grade papers—are not surprising.

Figure 10.

Percent of Writing Work Samples by Grade Level and Score

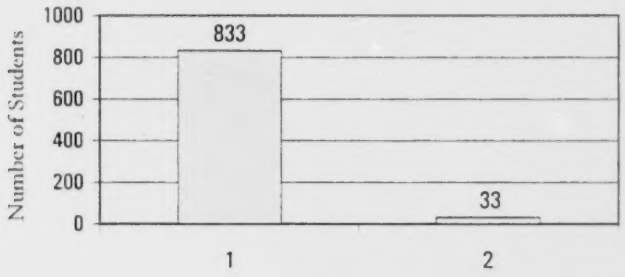


BEST COPY AVAILABLE

Students in the CIM Academy produced a total of 899 mathematics work samples. Figure 11 indicates the number of students who produced one (n=833) or two math work samples (n=33).

Figure 11

Number of Math Work Samples Produced per Student



Of the 1,110 students in the CIM Academy included in this evaluation, 866 students (or 78%) produced a total of 899 math work samples. Students in grades five and eight produced 526 of them. The mathematics work samples produced by students in grades six and seven were used for practice only. Teachers rated the student math work samples on the six-point scoring guide used to assess State standards. Figure 12 shows the scores of the 526 mathematics work samples produced by fifth and eighth grade CIM Academy students. A total of 240 or 46% of the mathematics work samples met or exceeded State standards. The other work samples were forwarded to the students' fall 1999 school with the expectation that those work samples can be revised to meet the standard.

Figure 12

Percent of Math Work Samples by Benchmark Category, Grades 5 and 8

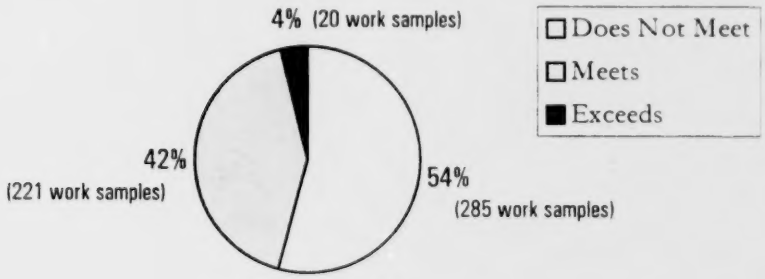
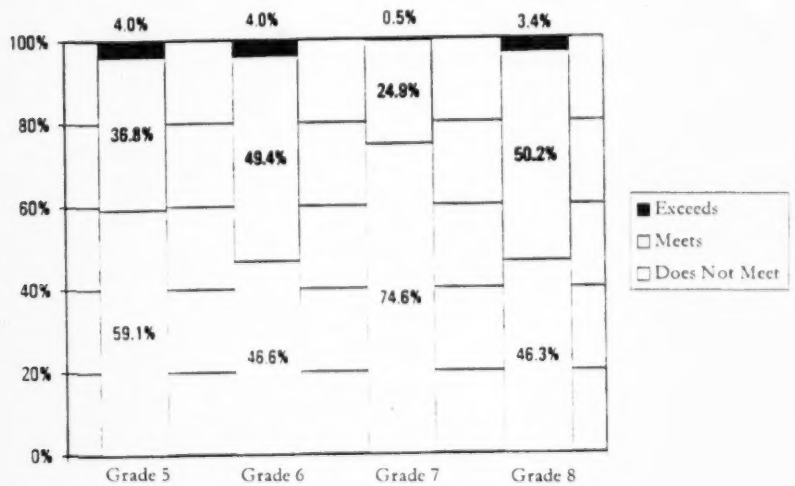


Figure 13 shows the percentage of math work samples produced in the summer program by the students' grade level and benchmark score. Students in the CIM Academy produced 899 math work samples: 323 by fifth graders, 176 by sixth graders, 197 by seventh graders, and 203 by eighth grade students. It isn't surprising that fifth graders produced the largest number of math work samples that met or exceeded standards (n=132), as there were more fifth grades enrolled in the summer program than other grade levels. The papers that met State standards represent 40.8% of the mathematics work samples produced by fifth grade students. Eighth grade students produced the largest percentage of mathematics work samples that met or exceeded standards (53.6%). In all four grades, 43.3% of the work samples produced met or exceeded standards. Remember that, most likely, sixth grade work samples were scored against fifth grade anchor papers, and seventh grade work samples were scored against eighth grade anchor papers.

Figure 13

Math Work Samples by Grade Level and Benchmark Category



Interviews with CIM Academy Staff

Interviews conducted with staff of the summer program highlighted some of the aspects of the CIM Academy that were most effective. Class size, teacher training, the student population and incentives were cited as important contributions to the program's success.

CLASS SIZE. Most of the staff interviewed believe that small class size was a very important part of the summer program. It allowed students to get to know their teachers and develop trusting relationships with them. This had positive benefits for attendance and discipline.

The smaller class size, with only fifteen students assigned to each class, allowed teachers to give students more individual attention and made the students feel more a part of the education process. Teachers had 90-minute blocks of time to use project-based activities and group learning activities in a setting intimate enough to ask questions. Teachers encouraged students to ask for the help they needed by creating a non-judgmental environment. Given that most of the students in the CIM Academy were struggling academically, asking for help did not set them apart from other students in the classes.

TRAINING. Training was another important element of the CIM Academy. Teachers could focus immediately on their students because the lessons were already prepared. The training provided to teachers before the program began and the availability of head teachers to model lessons allowed the teachers to feel secure, and this feeling of security was communicated to the students. The enthusiasm that the beginning teachers brought to the program was another positive aspect of the CIM Academy. The number of young teachers in the program allowed principals to get to know some new teachers, and allowed teachers who might otherwise not have worked for Portland Public Schools to learn about the District.

STUDENT POPULATION. Although the summer program was designed for students who did not meet the State benchmarks, some participants had already met the standards. Before the program, 68% of the CIM Academy students included in this evaluation did not meet the standard for literal comprehension in reading. Seventy-two percent of these students did not meet the standard for inferential comprehension in reading, and 72% of these students did not meet the standard for mathematics. The remainder of the students in the program had already met these standards in Spring 1999. Summer school staff report that the parents of many of these students wanted their children to attend summer school because they were concerned that their students were not turning in homework. A few students who were already meeting State standards were sent to the program by their parents for additional academic support, to avoid a decline in performance during the summer, and to prepare for high school. Program staff believed that it was beneficial to the program to include these students in the program, even though they were not the original intended audience.

One head teacher noted that she had worked in schools in low socioeconomic neighborhoods, where children have limited options for summer activities. "Over the summer kids need something to do. It was a healthy environment for kids." At most of the CIM Academy sites, children received two meals a day. Some of these children would not have eaten regular meals during the summer without this program. Nutrition Services was responsive to requests from the students, changing the food selections at their suggestion.

INCENTIVES. Summer school staff believe that the incentives offered by the program helped to improve student behavior. One staff member noted that, "Students who never turned in work at school completed all the work that was required for summer school." Informal evaluation surveys conducted by CIM Academy staff during the summer session indicated that the students valued the incentives. Many youth were motivated to attend the program regularly in order to be eligible for the incentives.

An informal evaluation conducted by the CIM Academy staff at the end of the program revealed other benefits in addition to the academic gains made by students. Students made comments like: "I made new friends," "I got to know my teacher," and "I never thought that I would like school, but I do now." The summer school experience also allowed teachers and administrators to forge new relationships.

IV. Discussion

Program Goals

The CIM Academy summer school set ambitious goals for the students involved in the program and it was successful in meeting these goals for many students.

One of the goals of the program was to increase student achievement in reading by two RIT points, as measured by State assessments. The focus of instruction was on literal and inferential comprehension. On the literal comprehension scale of the reading test, this goal was achieved in grade six, while seventh graders came close to achieving the goal. The percentage of students meeting or exceeding the State standards increased for sixth and seventh graders, but decreased for grades five and eight[4]. In inferential comprehension, the improvement goal was exceeded in grades six, seven and eight. The percentage of students meeting or exceeding the standards on this scale increased for all grades.

Another goal of the program was to increase student achievement in mathematics by two RIT points as measured by State assessments. The summer program was successful in

[4] A decrease in the percent of students seems illogical. While there may be several explanations, the most likely one is that students just above the required test score in Spring 1999 fell to just below it in the summer testing. Measurement professionals talk about the standard error to remind observers that an individual's test score can vary slightly from one time to another because of test unreliability, slightly greater or lesser attention on the part of the test taker, or a variety of other factors.

achieving that goal for grades six and eight, but did not reach this goal for students in grades five or seven.

The third CIM Academy goal was to have each student complete two writing work samples and one mathematics work sample. Of the students who regularly attended the program, only one tenth completed two or more writing work samples, while most of the students (78.2%) completed one writing work sample. Most of the students (78%) completed one or more mathematics work samples.

Long-Range Planning

The 1999 CIM Academy was a first-year startup program and, not surprisingly, could have benefited from more advance planning. Interviews and written comments from the program administrators, summer school principals, teachers, and SEI staff suggest a need for earlier planning for future summer school programs. Long-range planning will help to decrease competition with other summer programs for youth participants, such as the Boys and Girls Club and Portland Parks and Recreation, as well as ease difficulties in recruiting and training teachers. Staff and evaluators felt that it would be helpful to have advance information on the following aspects of the program:

- Sites at which the program will be held
- Information about which students are appropriate for the program
- Student assessment and behavioral information
- Individual Education Plans (IEPs) for students in Special Education
- Evaluation plan for the program

Student Population and Instructional Grouping

Program planners should consider the question of which students are appropriate for enrollment in the summer program. While the program was funded with the intention to serve students in Portland Public Schools who were scoring below academic benchmarks, students who were not enrolled in the District were included in the summer program. However, the inclusion of these students did not prevent any Portland Public Schools students from attending the program.

The program was originally designed for fifth and eighth grade students who were not meeting State standards in reading and mathematics. It was expanded to include sixth and seventh grade students and students who had met the State benchmarks. As a result, the program included students for whom lessons were not originally planned. Additional students were accommodated by grouping fifth and sixth grade students together for instruction, and by

combining seventh and eighth graders. More advanced materials had to be obtained after summer school began to meet the needs of the students who were already meeting State standards.

Given the difficulties the program experienced in improving student achievement in grade five, careful thought must be devoted to the questions of including students who are meeting or exceeding standards in achievement, and instructional grouping. There is a benefit to having students with a range of academic abilities in a class. Higher achieving students can have a positive effect on students who are achieving at lower levels, and the higher-achieving students can benefit from additional instruction. However, inclusion of higher-achieving students may have taken the focus of the teachers away from the students for whom the program was originally intended.

Further, the way students were grouped for instruction may have led to more improvement for students in the higher grades within each group. Students in grades six and eight had greater gains in mathematics achievement than their fifth and seventh grade classmates. Sixth grade students also had greater gains than fifth grade students on the literal and inferential comprehension scales of reading achievement.

V. Conclusion and Recommendations

With each passing year, students are challenged by higher academic standards to meet the demands of a more complex society on their journey to adulthood. While many students have the support necessary to help them meet these challenges, others find themselves with very little or none at all. District concerns that many students needed additional support to meet the new higher standards led to the establishment of the CIM Academy program.

District staff, parents, teachers, students, and administrators have made considerable progress toward achieving the goals of the CIM Academy summer program. They have provided a wide variety of exciting, hands-on learning experiences for middle school students, including individual support and team building activities. They have not only helped students improve their academic achievement in basic skills, they have also supported and motivated them to stay in school and develop their academic and personal potential. The CIM Academy has put forth a tremendous effort to help students succeed in school and in life.

While these successes are noteworthy, the summer school program did encounter difficulties that need to be addressed. There are more students in need of services than enrolled in the program, so there continues to be a need for more publicity about the program. Criteria need to be established for selection into the summer school program. There also needs to be an examination of student registration procedures and problems addressed where they exist.

More time needs to be devoted to overall program planning. Head teachers and staff need additional staff development time. The program was not implemented uniformly in all schools. Funding instability is a cause for concern within the program. These difficulties remain unsolved.

Based on the evaluation findings and interviews, the following recommendations are offered:

Program Planning

1. Form a consortium of CIM Academy stakeholders by early 2000 to collaborate on long-range plans for the 2000 summer school program and beyond. Increased communication and collaboration can result in the development of innovative strategies to improve curriculum, assessment, enrollment, and the overall operation of the program.
2. Inform parents, students, and teachers earlier about the opportunity to participate in the summer program. Inform students about the program through school counselors and through applications distributed to the schools.
3. Consider limiting the program to students who are enrolled in Portland Public Schools and who are scoring below State standards or interim benchmarks.
4. Coordinate with other summer programs to avoid competing for students. For example, work with providers of recreational programs to offer more afternoon activities so the students can attend both morning summer school and afternoon recreational programs.
5. Develop an evaluation plan before the program begins.

Teacher Preparation

1. Provide teachers with assessment information and background information on any special needs of students at the beginning of the summer program.
2. Provide more preparation and direction for teachers in reading, e.g., how much material to cover in one period, more prescriptive advice on activities for each unit.
3. Clearly define the role of the head teacher to include lesson plan development, lesson modeling, and work sample scoring rather than behavior management and moving supplies.

Program Delivery

1. Consider separate summer school classes for fifth graders. This may address the difficulties these students face in the transition from elementary to middle school.
2. Consider strategies to maintain and extend the academic rigor of the summer program.

3. Develop a process for distributing books and supplies among program sites more evenly.
4. Provide a more comprehensive selection of writing lessons.
5. When possible, use school sites that can provide access to computer laboratories.
6. Consider ways to standardize communications to parents from the different sites.

As a follow-up to this evaluation, PPS will be reviewing the performance of students who attended the 1999 CIM Academy. At a minimum, we will look at Spring 2000 test score performance and the production of work samples by the 1999–2000 eighth graders (work samples are not required at the other grade levels). These follow-up results will be available in Summer 2000.

APPENDIX A

CIM Academy Registration Form

Summer School
A Journey of Learning

Portland Public Schools CIM Academy Summer 1999

Dear Families: **WELCOME TO SUCCESS!**

Portland Public Schools invites you to join us on a **JOURNEY** to learn.

Picture your child in a classroom with only **15** students. Your child will benefit from this opportunity to learn and to achieve the benchmarks your child needs to be successful in Middle and High School. The City of Portland has invested $700,000.00 to help provide this opportunity for your family. The only cost to you is a $15.00 registration fee per family.

- You need to be a 5th grade student going to 6th grade, or 8th grade student going to 9th grade who is below CIM (Certificate of Initial Mastery) benchmarks in reading, writing and/or math. In other words, for students not performing at grade level.
- If you are an English As A Second Language student, you need to be a Level 3 or Level 4.
- Special education classes for SLC-A and SLC-B students will be held at Whitaker Middle School.
- Summer School Sites are: Binnsmead, Portsmouth, Robert Gray, Whitaker, Ockley Green, Kellogg, Lane and Gregory Heights.

This is an opportunity for your student to move forward toward achievement of educational benchmarks. Additional time this summer (at the CIM Academy) can make the difference for your student.

- The Dates are: June 28th to August 6th (July 5th is a holiday).
- The Hours are: 8:45 AM to 11:45 AM.
- There will be a family conference June 23rd or 24th.
- You will need to provide your own transportation.

We urge you to take advantage of this opportunity to learn.

Attached is an application. Please fill this out and return by May 14th to: PPSD #1, CIM Academy, P.O. Box 3107, Portland, Or. 97208

Portland Public Schools

CIM ACADEMY SUMMER SCHOOL

Elementary and Middle School Programs

(503) 916-3402

_____
Today's Date

REGISTRATION/PERMISSION FORM

Student PSD ID#_____
(Office use only)

Student: _____ _____ _____ _____
Last Name | First Name | M.I. | Date of Birth

Address: _____ _____ _____ _____
Number/Street | City/State | Zip Code | Home Phone

Male: ____ **Female:** ____ **Current grade level:** _____ **School attending in Fall:** _____

Parent or Guardian(s): _____ _____ _____ _____
Last/First Name | Address/City | Zip Code | Day Phone

Emergency Contact after Parent: _____ _____
Last/First Name | Day Phone

In case of illness, accident, or other emergency involving this student, the principal is authorized to send my child to (name of hospital): _____

Parent/Guardian Signature: _____ **Date:** _____

The Summer School program will be held June 28th through August 6th, 1999: Monday through Friday, 8:45-11:45AM. School focus is on reading, writing and math. Indicate below which school is preferred. Enrollment is limited to 250 students per Summer School site. (No school Monday, July 5th)

SCHOOL LOCATION YOU REQUEST: (Circle One)

Binnsmead MS – 2225 SE 87th	Robert Gray MS – 5505 SW 23rd	Ockley Green MS – 6031 N. Montana
Kellogg MS – 3330 SE 69th	Portsmouth MS – 5103 N. Willis Blvd.	Whitaker MS – 5700 NE 39th
Lane MS – 7200 SE 60th		Gregory Heights MS – 7334 NE Siskiyou

TUITION AND REGISTRATION INFORMATION: FAMILY FEE WILL BE $15.00 PER FAMILY

TUITION FEE MUST BE PAID IN FULL TO BE REGISTERED

Payable to: Portland Public Schools (please write student's first and last name on check).

Mail to: CIM Academy: c/o Betty Campbell: PO Box 3107, Portland, Or. 97208-3107

PARENT/GUARDIAN AND STUDENT: Please read the "Rules for Students" attached to this form:

Student: _____ **Date:** _____
(I have read the "Digest of Rules for Students" attached to this form)

Parent: _____ **Date:** _____

****

FOR CIM ACADEMY SCHOOL USE ONLY

Date Received	Cash/Check No.	Amount Paid	Balance (if any)	Received By

(1) White Copy: Summer School Site Principal (2)Yellow Copy: Summer School Office (3) Pink Copy: Parent/Guardian

Registration Form

Chinese + 5 more languages

詩侖公立學校
初級優秀証書CIM暑期班
小學和初中課程

(503)916-3402,分機3402

注冊／允許書

日期_____

StudentPSD ID#_____

學生_____ _____ _____ _____
姓 名 中間名 出生日期

地址_____ _____ _____ _____
號碼／街名 城市／州 郵區號碼 家庭電話

監護人_____ _____ _____
姓名 地址 郵號 白天電話

緊急聯絡，如果通知不到監護人_____ _____
姓名 白天電話

現時讀的班級_____秋季將讀的學校_____

學校地址_____ _____ _____ _____
號碼／街名 城市／州 郵號 學校電話

男_____女_____

這課程是在一九九九年由六月二十八日至八月六日，星期一到星期五早上8:45-11:45，教學注重閱讀，寫作和數學。每間學校只收容250個學生

請再下面圈出要讀的學校 ：

Binnsmead MS -2225 SE 87th	**Robert Gray MS** -5505 SW 23rd	**Gregory Heights MS** -7334 NE Siskiyou
Kellogg MS - 3330 SE 69th	**Lane MS** - 7200 SE 60th	**Ockley Green MS** - 6031 N Montana
Portsmouth MS - 5103 N. Willis Blvd.		**Whitaker MS** - 5700 NE 39th

學費和報名費每家$15. 支票付Portland Public Schools把學生姓名寫在支票上。
寄到: CIM Academy c/o Betty Cambell; PO Box 3107, Portland, OR 97208-3107

學費要全付才能註冊 總共費用_____

學生簽名_____ 日期_____

家長簽名_____ 日期_____

FOR CIM ACADEMY SCHOOL USE ONLY

Date Received	Cash/Check No.	Amount Paid	Balance (if any)	Received By

(1) White Copy: Summer School Site Principal (2)Yellow Copy: Summer School Office (3) Pink Copy: Parent/Guardian

CIM ACADEMY SUMMER SCHOOL
PORTLAND PUBLIC SCHOOLS
P.O. BOX 3107
PORTLAND, OR 97208
Phone: 916-3402 Fax: 916-2123
Betty Campbell, Coordinator (Middle and Elementary)

April, 1999

CIM ACADEMY RULES

1. Based on the Portland Public Schools guide to policies, rules and procedures on student responsibilities, rights and discipline, I understand the expectations and agree to adhere to them.

2. An excuse note must be written if the student is absent. If a student is absent for more than 2 unexcused days, the student's placement will be given to another on the waiting list.

3. School hours are 8:45 to 11:45 AM, Monday through Friday.

4. Based on the limited days during the summer calendar, I understand that there are only 3 levels that will be utilized to enforce classroom discipline. Once a student violates all three levels, their placement will be given to another student on the waiting list:
   a. level one – verbal reminder to student, note sent home
   b. level two - phone call informing parent about conduct
   c. level three – conference with parent and student
   d. student is excused from program

5. Visitors are not allowed in classes. Do not invite your friends to school with you.

I have read the above statements and have discussed the expectations with my child. We agree to work in collaboration with the school to help provide a successful atmosphere so all children will learn.

Student Signature Parent Signature Date

IMPORTANT NOTE: Course registration is not guaranteed. Classes may be canceled because of insufficient enrollment, lack of space, or the unavailability of a teacher. Also, students may be required to change their classroom in order to balance class sizes.

STUDENT ASSESSMENT DATA
CIM ACADEMY SUMMER SCHOOL

Student Name Current School ID#

READING LEVEL_____

Work Habits (Completes work, comes prepared, stays focused, participates	Needs Structured Environment 1	2	3	4	Independent Worker 5

Special Services: ___Special Education____Title I___ESL___TAG

MATH LEVEL_____

Work Habits (Completes work, comes prepared, stays focused, participates)	Needs Structured Environment 1	2	3	4	Independent Worker 5

Specific Math Skills needed: _____

Please include any other assessment information that would assist in student placement or Guide instructional decisions (attach if you wish)

TESTING STICKER: (We will obtain from Evaluation Dept.)

DUE DATE: May 15th with application.
Please send to: CIM ACADEMY
BESC
Attn: Betty Campbell

6/99

APPENDIX B

CIM Academy: Goal Map for the Journey to Success

Student Name_____

CIM Academy
Goal Map for the Journey to Success

Academic Goals	Behavioral Goals	Homework Goals Link to Parents	Beyond the Horizon Goals Next Year
•I will agree to complete: ☐ one math work sample ☐ one writing work sample ☐ two writing work samples ☐ assignments in my math class ☐ assignments in my word study notebook ☐ assignments in my reading journal	•I will agree to follow ☐ the group agreements of CIM Academy including: •attentive listening •appreciations/no put downs •right to pass •mutual respect •My personal goals that will help me achieve success are: ☐ daily attendance ☐ staying on task ☐ following directions ☐ socializing less in class ☐ on time and prepared	•I agree to: ☐ complete 20 minutes of math homework per day ☐ read for 20 minutes per day •My parents and I agree to: ☐ locate reading material for me at the library or from another source ☐ sign off on my reading homework bookmark ☐ communicate frequently about my progress	•I will make firm plans to: ☐ achieve a grade of C or better in my math class next year ☐ read independently for 20 minutes per evening ☐ continue to use my local library for locating reading materials when possible • Continue my personal goals for success including: ☐ daily attendance ☐ staying on task ☐ following directions ☐ socializing less in class ☐ arriving on time and prepared

BEST COPY AVAILABLE

Parent Signature _____ Date_____

CIM Academy
Goal Map for the Journey to Success

1. Based on the Portland Public Schools guide to policies, rules and procedures on stsudent responsibilities, rights and discipline, I understand the expectations and agree to adhere to them.
2. Based on the limited days during the summer calendar, I understand that there are only 3 levels that will be utilized to manage classroom discipline. Once a student violates all three levels, their placemtn will ge given to another student on the waiting list.
   - •level one — verbal reminder to student, note sent home
   - •level two — phone call informing parent about conduct
   - •level three — conference with parent and student
   - •Student is excused for the program
2. Attendance everyday is a goal. If a students is absent for more than 2 unexcused days, the student's placement will be given to another on the waiting list.
3. Being on Time is a goal. School hours are 8:45 to 11:45 AM, Monday through Friday.
4. Students in the CIM Academy will follow the folowwing group agreements in all classes:
   - •attentive listening
   - •appreciations/ no put downs
   - •right to pass
   - •mutual respect

5.Friends and visitors will not be allowed at Cim Academy.

Menu of Personal Goals

staying on task

following directions

socializing less in class

prepared for class

read more on my own time

ask for help when needed

do assignments when assigned

My Goals

1.)_____

2.)_____

Student Signature_____ Date_____

Parent Signature_____ Date_____

CIM Academy
Goal Map for the Journey to Success
Goal Worksheet

1. What is one goal you have chosen to reach during CIM Academy?

_____

2. What specific steps will you have to take to reach it?

A._____ B._____

C._____ D._____

3. How will you know when you have reached your goal?

_____

4. What positive things will you tell yourself each day to help you reach your goal?

_____

5. What will you do if you run into problems in reaching your goal?

A._____ B._____

C._____ D._____

6. Who will you talk with regularly about your progress in reaching your goal?

_____

CIM Academy
Goal Map for the Journey to Success

Goals Should Be:

S: Specific

M: Measurable--results can be seen. Outcomes can be counted. I can weigh results. Multiple ways of achieving them. Motivating--my choice...I own this goal.

A: Achievable-can be accomplished with my present strengths and resources.

R: Responsible-worthy of me. Relevant to our CIM Academy. Realistic for me.

T: Timely-important now-with deadlines set. Target date is named. Goals also have carry-over to my future success.

CIM Academy
Goal Map for the Journey to Success
Goals are Essential for Success

Here are some reasons it is important to choose goals:

1. They provide a sense of direction.
2. They give us positive feedback on progress.
3. They make us feel good about ourselves and what we do (self-esteem).
4. They give us ownership and motivation (meaning in our lives).
5. They predict future success.
6. They make us "see"the facts and write the plan. We visualize what is important.
7. They measure both individual and group progress.
8. They point out strengths and weaknesses.
9. They set priorities.
10. They make us feel valuable.
11. They motivate us.
12. They help us make decisions.
13. They sharpen our leadership skills.

*Goals make me responsible for my own life and for the success of my group.

CIM Academy
Goal Map for the Journey to Success
Lesson Plan

•In small group sessions, you will:

*Introduce the **CIM Academy Goal Map for the Journey to Succes** to students and parents.
*Discuss the purpose of goal setting and its importance for the CIM Academy.
*Go step by step through the **CIM Academy Goal Map for the Journey to Success.**
*Allow students and parents time to discuss the document, mark goals, and sign the document while you roam the class providing assistance.
*Make parents aware that follow up discussions on goals and goal setting will occur in classes.

•In follow up sessions you will:

*Use material from the Goal Setting Packet to further reinforce student goals.
*Refer often to goals reinforcing them for students.
*Notify principal if student behavioral goals or agreements are consistently a problem for certain students.

•To provide closure you will:

*Have students fill out a self-reflection sheet on their success at meeting goals during CIM Academy.
*Send home a copy of this reflection sheet and an updated accompanying version of the goal sheet.

CIM Academy
Goal Map for the Journey to Success
Self-Reflection Sheet

Student Name_____

Strengths	Sample Phrases	Areas to Improve
_____	progress toward one math work sample	_____
_____	progress toward one/two writing work samples	_____
_____	do assignments in my math class	_____
_____	do my word study notebook assignments	_____
_____	do my reading journal assignments	_____
_____	follow the group agreements of CIM Academy	_____
_____	am on time and prepared for class	_____
_____	follow directions	_____
_____	socialize less in class	_____
_____	stay on task in class	_____
_____	attend daily	_____

APPENDIX C

Interview Protocol

INTERVIEW PROTOCOL

1. What were the goals of the summer school program?
2. How was the summer program planned? What was the philosophy of the program?
3. What was the best thing that happened during the CIM Academy?
4. What were the key issues faced by the program?
5. What things would you change for next year?
6. What aspects of the CIM Academy were most helpful for students? How did you know?
7. What changes did you see in the students, beyond academic changes?
8. Would you like to see this program continued? Why?
9. Would you like to continue with this program?

APPENDIX D

Summer School Directors' Report

Report to the Superintendent
CIM Summer School 1999

JOURNEY TO SUCCESS

Age Level	Number of Sites	Number of Students
*Elementary School	12	1009
Middle (CIM Academy)	9	1372
High School (Summer Scholars)	2	1592
Total		3973

*Several more schools had summer schools funded through Title funds and other grants. They are not included in this report.

Funding Sources

General Fund	$746,000	(Made possible by contribution from City of Portland)
Title I	198,000	
Title VI	130,000	
Total	$1,074,000	

Achievement is reported by:

- Work Samples
- Tests and Assessment
- High School Credits

The Evaluation Report is attached.

Report to the Superintendent

1999 CIM Academy Summer School

1999 CIM Elementary Summer School Grants

OVERVIEW

It is wonderful to once again have an opportunity for students to learn in summer months. In the past (pre Measure 5 – 1991) the District organized Summer School at all age levels for more than 5000 students in Portland Public Schools.

ENROLLMENT

See charts.

COLLABORATION

The District's ability to offer Summer School was greatly enhanced by financial support from the City of Portland. This support freed up general fund resources of $746,000. The assistance from the city is greatly appreciated.

Starting a standards-based Summer School with with a common middle school districtwide curriculum was a challenge, Portland Public Schools employees pulled off the "great collaboration caper" to make CIM Academy happen. Work did not begin until late February when funding was assured. The year 2000 will be a much smoother operation. We **thank** all employees who "bent over backwards" to make CIM Academy happen. The lesson plans and staff development workshops were appreciated by many. Teachers said these workshops would help them during the school year as well. A special thank you to Deb Carroll who did the payroll for more than 200 staff members in addition to her regular duties in the Alternative Education Office.

Neil Goldschmidt was an early community partner. Neil has the vision that summer school needs to become a tradition and the greater community must become involved. For example, when a potential teacher shortage loomed, he provided teacher incentives. Educators are not accustomed to incentives and these were a big hit. His staff organized community groups to gather incentives for staff and students. These included theater, lecture, concert, soccer, and coffee tickets. Attendance in Summer School is always an issue for students. In their evaluations, about 99% of the students stated they liked the prizes that were awarded for good attendance. Bookmarks, books, keychains, and Blazer jerseys were used to reward students and encourage good attendance.

$100,000 was used for CIM elementary grants. In 8 of 12 sites this was added to Title 1 monies and other grants. Twelve elementary schools were awarded grants up to a maximum of $10,000. The schools' principals managed these grants.

In elementary schools, staff designed their own writing, reading, and math curriculum for students below benchmarks. (See individual school notes in Appendix).

Elementary CIM Summer School Grants

FACT SHEET

Site	Grade Level	Enrollment	Days	Hours Per Day	Attendance Rate Average	Additional Other Funds
Applegate	K-4	79	24	3.00	90%	Yes
Atkinson	1-5	97	19	3.50	93%	Yes
Arleta	4-9	28	16	3.00	91%	Yes
Ball, John	K-4	78	19	2.00	98.1%	Yes
Chief Joseph	1-4	37	4	2.00	69.75%	No
Grout	K-4	50	25	1.50	98.2%	Yes
Hayhurst	1-5	47	14	2.00	95%	No
Humboldt	K-4	350	14	3.00	87%	Yes
Kelly	1-4	48	14	2.75	94.3%	No
Meek	1-5	57	19	2.75	96%	No
Vernon	1-2	60	19	3.00	63%	Yes
Woodmere	1-4	78	19	3.00	88%	Yes
Total		1009				

STUDENT DISCIPLINE

Every principal remarked that the low class size and high interest curriculum resulted in no student discipline problems.

CIM ACADEMY SUMMER SCHOOL

JOURNEY TO SUCCESS

OVERVIEW

Overall, reports from CIM Academy Principals regarding classroom instruction, behavior, enrollment, attendance,and staff morale have been positive. Student enrollment the first day of school was 1375 and 1233 at the end of the fourth week. Class size was less than 15 students except SEI. SEI classes started one week later than the other CIM Academy Summer Schools and went one week longer.

CIM ACADEMIC MIDDLE SCHOOL DATA

School	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Average Percent Attendance
	Number Enrolled	Percent Attendance	Number Enrolled	Percent Attendance	Number Enrolled	Percent Attendance	Number Enrolled	Percent Attendance	Number Enrolled	Percent Attendance	Number Enrolled	Percent Attendance	
Binnsmead	140	83	140	92	128	88	122	86	122	93	122	88	88
Gregory Heights	152	96	142	91	147	87	140	91	135	86	131	83	89
Kellogg	132	96	129	97	127	96	120	97	113	97	113	97	97
Lane	165	85	150	84	147	86	140	92	125	74	122	73	82
Ockley Green	183	90	172	90	166	94	153	93	142	90	129	93	92
Portsmouth	144	97	129	90	127	84	127	91	127	89	127	90	90
Robert Gray	107	93	95	97	90	97	90	97	88	98	85	95	96
Whitaker	152	98	152	96	130	95	122	91	122	95	116	92	95
Self-Inhance-ment, Inc.	197	93	212	95	218	97	218	95	218	94	218	96	95
Total Enrolled, Average % Attendance	1372	92	1321	92	1280	92	1232	93	1192	91	1163	90	92

SITES

CIM Academy was conducted at 9 middle schools: Binnsmead, Gregory Heights, Kellogg, Lane, Ockley Green, Portsmouth, Robert Gray, SEI, and Whitaker.

CURRICULUM

District staff and retired teachers developed curriculum in writing, reading, and math designed to increase academic scores for students who tested below benchmark. CIM Academy focused on improving writing, reading, and math skills tied to the standards. The development of student classroom behaviors that will enhance their educational experience is a secondary but important goal.

STAFF

The number of staff employed by the Middle School CIM Academy for PPS sites was:

Educational Assistants	18
Teachers	115
Principals	8
Secretaries	9
Coordinator	1

SEI had the following staff:

Teachers	8
Managers	3
Educational Assistants	10
Principal	1

CIM Elementary staff:

Teachers	37
Educational Assistants	4
Secretaries	4
Student Assistant	1

CLASS SIZE

Both students and staff commented on how smaller class size fostered an environment where students were on task and enthused about learning. Teachers valued the opportunity that small class size created in forming relationships with their students. Smaller class size also appears to have reduced issues related to classroom behavior and discipline. With more than 76,000 hours of student instruction, there was only one hearing related to discipline.

STUDENT SELECTION

We started by having the schools invite 5th and 8th grade students below benchmarks. This was supposed to bring 2500 students. It did not. So we opened it to 6th and 7th grade students below benchmarks. At this point, we gained an estimated 5% who were at or above benchmarks. A special thank you to Cindy Trelstad who was contracted to compile and create a flier for families that told afternoon summer opportunities in the high school region. The flier listed city wide opportunities on the back. Student instruction ran from June 28 through August 6.

STAFF DEVELOPMENT AND FAMILY GOAL CONFERENCES

The first week (June 21-June 25) is dedicated to staff development in the specific writing, reading, and math lesson plans. Thursday afternoon and evening is dedicated to family goal setting conferences. There are academics, attendance, and behavior goals set. These were attended by more than 50% of the families at every site. Families and staffs appreciated these conferences.

STAFF SUGGESTIONS FOR 2000 (LESSONS LEARNED)	PROGRESS FOR 1999-2000
• Decide budget early.	Done
• Decide dates in time for November conferences to communicate to families and staff. (Dates were published in *For CIM Academy Administrators Bulletin* [Nov. 12, 1999] before conferences.) Schools communicate with families and teachers so that they may plan vacations, camp, etc., early.	Done
• Have coordinator and full time secretary (9 months) hired by first week in January.	
• Application process for all staff and elementary grants needs to start earlier (January to early March).	
• Order textbooks, supplies, print materials earlier.	
• Charge tuition for elementary and middle schools. Give scholarship vouchers where needed.	
• Streamline assessment and evaluation tools.	
• Continue incentives with Neil Goldschmidt, Inc., and community.	

Respectfully submitted by:

Betty Campbell & Brian Quinn
Summer School Coordinators

APPENDIX

CIM ACADEMY

SUMMER SCHOOL

SELECTED STUDENT AND STAFF COMMENTS FROM REFLECTION PAPERS

STUDENT COMMENTS

Some things I learned that I could teach a friend . . .

Ramon: "I could teach a friend how to get more detailed in solving a problem and explaining it better."

Tyler: I could help a friend edit a narrative interview."

Many students remarked about the value of making new friends. One said she is no longer afraid to go to high school because she made new friends.

Something I want to learn more about is . . .

Ramon: "I want to learn how to have that desire to learn even when times get rough."

Juliana: "In the bounds of reading I want to learn of new things as I have been."

Tyler: "I would like to learn more about increasing my vocabulary and reading directions."

Some things we did . . .

Tyler: "We worked on very important work samples that I passed. I became a better reader because we read for 30 minutes every night.

STAFF COMMENTS

"Loved the incentives! Loved all the planning of lesson plans done ahead of time so we could just carry out the plans. Small class size was a huge bonus. Thanks. I enjoyed this program."

APPENDIX
SUMMER SCHOOL DATES
2000

ELEMENTARY

- To be determined by individual schools. Principals are coordinators.

CIM ACADEMY

- Currents grades 5-8, below benchmarks
- Family Goal Setting Conferences:

  Thursday, June 22, 2000

- Student Days:

  June 26 to July 28, 2000 (Tuesday, July 4 is a holiday)

- Brian Quinn and Betty Campbell are Coordinators

SUMMER SCHOLARS

- High School, grades 9-12
- Student Days:

  Monday, July 10 through Friday, August 18, 2000

- Tuition for high school credit
- Chet Edwards is coordinator

APPENDIX
CIM ELEMENTARY GRANTS
SUMMER SCHOOL

Applegate

Writing, reading, and math were emphasized in a very successful summer school. Families and tutors were involved. They culminated with a family picnic. Applegate needs additional budget for educational assistants and supplies for 2000.

Arleta

Hot Links is a multdisciplinary, multiage team-oriented program that offers students the opportunity to visit workplaces in the community. Daily instruction shows students how to apply math skills to problems faced in the working world. Students learn math and the multi-media capabilities of technology. This program has been in place for five years and is a collaboration with Kellogg Middle School. The program has strong family support.

Atkinson

Curriculum in writing, reading, and math for benchmarks was tied to art, drama, music, and movement around a theme. Atkinson has several grants and a history of summer school. In the future they want to add a class in Spanish for native speakers who are not literate in both Spanish and English. Families were involved and students were invited at spring conferences. They suggest that existing summer programs be included in the summer school budget process.

John Ball

The focus at John Ball was on reading and math. Families were involved and they believe it was successful. They would like to know earlier about budget because planning is the key to a successful program. They would like budget to add more students.

Chief Joseph

Our summer program was not the typical summer school. Students came for 2 hours over a four week period. During this time they participated in various activities such as one-on-one reading with a SMART tutor, story time and then skill activities related to the stories. At the end of the session students were given a book bag with a new book and various activities to complete over the week and then bring back the following week. All of this went very smoothly as planned. We had more than enough tutors, the teachers' activities seemed appropriate and the students enjoyed coming.

The few changes they would make were connected to attendance. They would require a small fee that would be refunded if the student attended all sessions.

Grout

The focus was writing, reading, speaking,and math connected to a theme of drama, music, and movement. Families were involved in student-led conferences and transportation. Students and teachers enjoyed the time to build relationships in small classes. Families read with child at home. This year they will have more computers available. They too would like to know if they are in the budget earlier in order to plan.

Hayhurst

All of the Hayhurst Summer School teachers have come to the conclusion that this was an OUTSTANDING opportunity for the students who were invited to attend. The small class numbers allowed enough time to attend to each child's unique needs and give them the immediate special attention they so desperately require. The students were excited to be here and willing to work hard to make the progress expected of them. As a result, there were no discipline problems during the entire 14-day period.

The parents of these students were thrilled to have their children involved in summer school. They recognized the needs of their children and supported our efforts in every way possible. They were appreciative of the funding for this program and are in hopes that Hayhurst will have the opportunity for a summer school next year.

Humboldt

Families were pleased and involved in the writing, reading, and math program for students at Humboldt. In afternoons students were involved in Portland Parks and other neighborhood programs. The coordinator suggests early knowledge of budgets to plan early with other programs such as Self-Enhancement, Inc. to coordinate morning academics and afternoon enrichment and recreation.

Kelly

Kelly has 16 students with perfect attendance in their reading and writing program. All families were involved in conferencing. The Kelly coordinator would like to see Summer School mandatory in order to proceed to the next grade level for families to see the importance of attending and learning.

Meek

Students worked on writing, reading and math at Meek School. Curriculum was individualized to meet student needs. Teachers and students expressed positive appreciative comments daily. Families were supportive and appreciative of this summer school opportunity. It is suggested a standardized letter to families about summer school be developed.

Vernon

Vernon's program used Success for All focusing on early intervention of only 1st and 2nd grade students. They would like more incentives to help improve the attendance rate.

Woodmere

This was a collaboration with Portland Parks and Recreation called **Time for Kids**. There were four literacy classes in the morning. The afternoon had computer, music, and recreation classes. It is suggested that **all** principals need information regarding the lunch program as early as February so it may be planned in the grant writing process.

APPENDIX E

Summary of Student Achievement in Reading and Mathematics Goals by Grade Level

Student Achievement in Reading Literal Comprehension

Test Scores by Grade Level

Grade	N	Spring 1999 RIT Score	Std. Dev.	Summer 1999 RIT Score	Std. Dev.	Gain
Grade 5	334	211.97	11.98	208.5	10.75	-3.47
Grade 6	171	214.61	10.02	216.98	10.43	2.37
Grade 7	207	218.37	11.51	219.81	10.99	1.44
Grade 8	202	221.61	12.11	221.91	9.63	0.30
Total	**914**	**216.04**	**12.16**	**215.61**	**11.9**	**-0.43**

Student Achievement in Reading Inferential Comprehension

Test Scores by Grade Level

Grade	N	Spring 1999 RIT Score	Std. Dev.	Summer 1999 RIT Score	Std. Dev.	Gain
Grade 5	334	210.86	12.44	211.38	12.73	0.52
Grade 6	171	214.49	10.11	217.84	10.95	3.35
Grade 7	207	218.79	11.65	221.84	10.12	3.05
Grade 8	202	219.9	12.86	222.39	9.99	2.49
Total	**914**	**215.33**	**12.54**	**217.39**	**12.24**	**2.06**

BEST COPY AVAILABLE

Test Scores by Grade Level

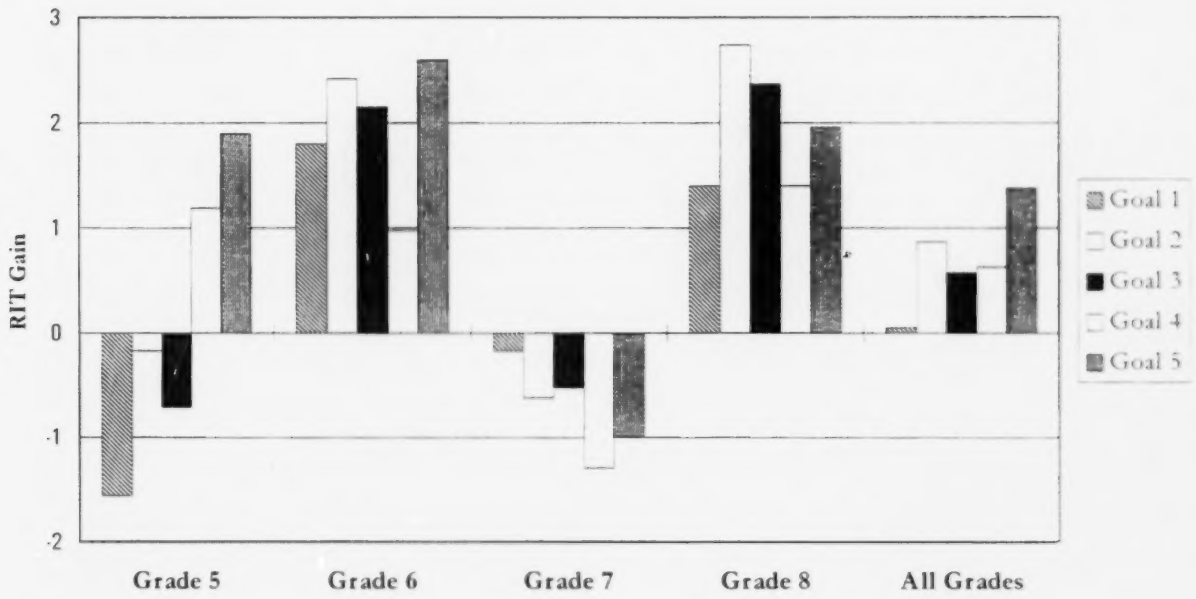
Grade	N	Spring 1999 RIT Score	Std. Dev.	Summer 1999 RIT Score	Std. Dev.	Gain
Grade 5	324	213.18	7.8	213.4	8.4	0.2
Grade 6	159	215.09	9.4	217.1	9.5	2.0
Grade 7	208	218.04	11.4	217.4	8.5	-0.6
Grade 8	214	222.18	8.0	224.3	8.2	2.2
Total	905	216.76	9.7	217.6	9.5	0.8

BEST COPY AVAILABLE

APPENDIX F

Summary of Student Achievement by Mathematics Goal Area

Student Achievement Gains by Math Goal



Math Goals

1. *Calculations and Estimations*
   a. Compute with whole numbers, fractions, decimals and integers
   b. Use estimates to solve problems and check accuracy of solutions
   c. Apply number theories, mathematical rules, and algorithms to solve problems
2. *Measurement*
   a. Understand measurement concepts and apply appropriate units and tools
   b. Apply direct methods of measurement in multiple measurement systems
   c. Apply indirect methods of measurement, e.g., formulas, estimates, etc.
3. *Statistics and Probability*
   a. Organize data and use statistics to summarize data, make inferences, and predict
   b. Determine probability of occurrences
   c. Use appropriate statistics to carry out and describe experiments.
4. *Algebraic Relationships*
   a. Use patterns, functions and algebraic operations to represent and solve problems
   b. Represent patterns and mathematical relationships using symbols, graphs, numbers and words
5. *Geometry*
   a. Apply concepts and properties of geometric figures to solve problems
   b. Use given assumptions to determine properties of geometric figures and prove/justify relationships between them

BEST COPY AVAILABLE

Published by

Publication PPS Technologies

Portland Public Schools
Portland, Oregon